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Making sense of ecogenomics

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Ecogenomics is an emergent technology. You might not have heard of it. Yet. But in the last few years many different researchers in many different disciplines such as biotechnology, ecology, molecular biology and soil and environmental sciences have worked hard at “assessing the living soil: an ecogenomics approach to explore and unlock sustainable life-support functions of soils.”

Although this may be a very informative working title for the experts, for non-experts it may not be as illuminating. So how do non-experts go about making sense of ecogenomics?

This thesis takes a closer look at how young adolescents inform themselves about this emergent technology. It investigates what information sources they use, how the retrieved information is used and how attitudes toward ecogenomics develop. It does so with a keen eye on the elusive concept of interactivity. Is interactivity truly a new mode of communication? And if so, is it better than more traditional modes? And if it is, do adolescents prefer interactivity over non-interactivity in science communication contexts?

After having read this thesis you will have learned more about the extent to which interactivity influences adolescents’ information-seeking and –processing behaviors and attitude development as they go about making sense of ecogenomics.

making sense of ecogenomics

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On information-seeking behaviors, attitude development and interactivity among adolescents

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ECOGENOMICS

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